



May 1985

Department of Corrections Personnel Survey: Final Report

N.E. Schafer

Suggested citation

Schafer, N.E. (1985). *Department of Corrections Personnel Survey: Final Report*. Report prepared for the Alaska Department of Corrections. Anchorage, AK: Justice Center, University of Alaska Anchorage.

Summary

Education, experience, and training of personnel are frequently used as measures of quality in correctional agencies. This survey of Alaska Department of Corrections (DOC) personnel, conducted in 1984, revealed that employees in all classifications tended to have more than the minimum education or experience required for their positions. Approximately 66 percent of all DOC personnel (N=636) participated in the survey. Of this number, 47.8 percent reported having at least a two-year college degree and 35.1 percent had a four-year degree. Of the corrections-specific respondents to the survey (N=475), more than 40 percent had prior experience in other justice agencies. A comparison of survey responses with position descriptions showed that a substantial proportion of DOC employees had more than the minimum qualifications required. Overall, survey results indicated that Alaska DOC ranked high nationally in measures of personnel quality.

DEPARTMENT OF CORRECTIONS

PERSONNEL SURVEY

FINAL REPORT



JUSTICE CENTER

**University of Alaska, Anchorage
Anchorage, Alaska**

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Justice Center
School of Justice
University of Alaska, Anchorage

September 1985

S O J # 8408

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EXECUTIVE SUMMARY

A survey of personnel in the Alaska Department of Corrections conducted in the autumn of 1984 revealed a high level of professionalism throughout the Department. The attached tables provide a description of employee responses to items on education, experience and training.

Approximately 66% of all DOC employees participated in the survey (N=636) (see Table 1). Of this number 47.8% reported having at least a two-year college degree and 35.1% had four-year degrees. Educational level by employee category is shown in Table 2. The categories of correctional officer, probation officer, administrator, and treatment personnel were considered corrections-specific employees. Their numbers totaled 475 and nearly half (48.0%) had at least an associates degree, while more than a third (N=170) had a bachelors degree.

Two items were considered indicative of commitment to education intent to continue (Figure 3) and current enrollment (Figure 4). Table 4 indicates that Department of Corrections employees place a high premium on education: more than two-thirds (69.3%) of all employees hoped to continue their educations. Among correctional officer respondents 73% plan more education, among probation officer respondents, 77%. However, Table 5 shows that this is a long-term, not an immediate, goal. Only 5% of the respondents were enrolled in college classes at the time of the survey (N=29). It was concluded that a combination of access and scheduling made class attendance dif-

ficult. It would seem reasonable that Alaska correctional administrators should make every effort to encourage those who wish to further their professional education.

Figures 5 and 6 present data on prior experience of respondents in corrections-specific employee classifications only. More than 40% of the 475 corrections-specific respondents reported having prior experience in other justice agencies. The type of prior experience was especially interesting. It was assumed that the respondents would report prior correctional experience and prior military experience. As Figure 6 shows, military experience was the least reported while prior experience in law enforcement was nearly as common as prior experience in corrections. Among correctional officers corrections was the least frequently reported prior experience and law enforcement the most frequent.

Because of changes in the Department of Corrections training operation in-depth analysis of training was not attempted. Figure 7 shows that 60% of all personnel received training provided by the Department of Corrections. Seventy-five percent of correctional officer respondents reported attending such training.

A comparison of survey responses with position descriptions shows that a substantial proportion of Department of Corrections employees have more than the minimum qualifications required. This suggests that staff are highly qualified.

Education, experience and training of personnel are fre-

quently used as measures of quality in correctional agencies. The use of the survey to assess corrections in Alaska would lead to the conclusion that Alaska ranks high nationally in these measures of personnel quality.

INTRODUCTION

The Alaska Department of Corrections and the School of Justice at the University of Alaska, Anchorage have cooperated in a survey of corrections personnel throughout the state. The survey was intended to provide information about current correctional employees which could be used by the Department of Corrections in a variety of ways: to develop personnel policies, to compare Alaska personnel with those in other state systems, and to develop manpower utilization plans.

The specific objectives of the survey project were:

- to compile education profiles of employees by job classification;
- to assess the educational goals and needs of personnel;
- to gather information about type and extent of Corrections experience; and
- to compare personnel profiles with stipulated state job qualifications.

Position qualifications formed a base for design of the survey instrument. Minimum qualifications for corrections-specific positions (e.g., probation officer, correctional officer, etc.) include both education and experience with education substituting for experience in some areas and experience for education in others. The survey focused on education, prior experience and training.

BACKGROUND OF THE PROJECT

Educated and trained personnel have long been considered essential to the achievement of correctional goals and objectives, but for decades many observers have lamented the dearth of such personnel in most correctional systems. The President's Commission on Law Enforcement and Administration of Justice stated, "In corrections, the main ingredient for changing people is other people . . . (but) there are gaps in the quantity and, perhaps even more significantly, in the quality of available manpower." (1967:93) The Committee recommended that colleges and universities be encouraged to provide education and training designed specifically for corrections personnel.

In 1973 the National Advisory Commission reiterated this theme. "A critical point in corrections is lack of education among its personnel. (The problem has been) relieved only slightly by the Law Enforcement Education Program." (467) They recommended in Standard 14.9 that in each state educational leaders should be involved in the development of criminal justice studies through the graduate level.

Newer standards reiterate the education/training theme. The 1981 accreditation standards published by the American Correctional Association rank a four-year college degree important for institutional superintendents and essential for social service personnel. Also ranked essential for achieving accreditation are specified hours of orientation and in-service training. The availability of opportunities for corrections

employees to pursue or continue their educations is viewed as important for accreditation.

Educated and trained personnel are vital to correctional effectiveness. Although few states have established college requirements for entry level positions in corrections, the educational level of its personnel remains an important measure of the overall quality of any corrections department. In Alaska educational level has been addressed in some position descriptions for corrections. Qualifications for three correctional positions, correctional officer, probation officer, and superintendent are worthy of discussion as a background to the survey.

Position Qualifications

In Alaska all state employees are hired through the state personnel office which issues recruitment bulletins for various employment categories. Some positions are general and the qualifications are the same regardless of the nature of the employing agency. Some positions are agency-specific and for corrections-specific employee classifications the Department of Corrections sets minimum qualifications related to education and experience. Recruitment is done by the state personnel office and a list of qualified applicants is sent to the Department to be considered for hire. Superintendents are responsible for institutional hiring while regional directors and/or supervisors make field hiring decisions. Since institutions (and field settings) vary by type or by region, the qualifications may vary accordingly with more or less emphasis placed on education versus experience.

Corrections-specific positions have customarily been divided into two types: those which are custody oriented and those which are treatment oriented. The Department categorizes these as protective services and professionals. Custody or protective service personnel are responsible for the security and internal order of the institution and include correctional officers and institutional administrators. Treatment personnel, broadly defined, includes all employees involved in rehabilitation of offenders. Examples are probation officers, counselors, teachers, program supervisors, mental health clinicians, psychologists, etc. The minimum qualifications for selected corrections-specific positions are examined in this section of the report. Education, experience and training may be included in the minimum qualifications. It is noteworthy that, for the custody-oriented positions, education may be substituted for experience while for treatment-oriented positions experience may be substituted for the required education but not vice versa. In fact, treatment and custody overlap in most positions and the substitutions accommodate this reality.

We have chosen only correctional officers, probation officers, and administration job classifications for discussion. Appendix B provides a more extensive list and a more detailed look at position qualifications.

Correctional Officers. There are three levels in this employment category. The Correctional Officer I (CO I) position is an entry-level training position and promotion to Correctional Officer II (CO II) is assumed in six months. Completion of a

basic level of training is expected before reaching CO II status. CO I applicants must be at least 18 years of age and must be able and willing to learn and carry out correctional officer duties. There are no other qualifications. A high school diploma is not required.

Applicants may be admitted directly to CO II status. However, they must meet minimum qualifications: six months experience as a Correctional Officer I in the State of Alaska or one year of equivalent experience, or a bachelor's degree in corrections, criminal justice, or some other social science area of study.

The Correctional Officer III position is a supervisory one and requires at a minimum one year as CO II with the State of Alaska or the equivalent elsewhere or two years experience as a probation officer or Youth Counselor.

At this point in correctional officer series, custody-treatment lines have become blurred. It should be noted that Corrections Officers are expected to be involved in counseling at some institutions so the melding of custody and treatment lines can occur at the CO II level. The substitutions available for other position requirements further illustrate this phenomenon. The overlap reflected in minimum qualifications provides for discretion in the hiring process in regard to institutional type.

Probation Officers. Though some probation officers are assigned to institutions, most work in a field setting supervising offenders in the community. There are five Probation Officer (PO)

levels and a bachelor's degree or equivalent is required for these positions. The PO I position is an entry-level training position. The PO II position is considered the "full performance" level.

The minimum qualification for PO II is one year as a PO I but graduate education and/or specified experience may be substituted on a year-for-year basis. Probation officers in the higher levels of the series (III, IV and V) perform supervisory duties and/or have increasing levels of responsibility. The series is sequential and each level requires one year of experience at the preceding level or equivalent elsewhere. Substitutions can be made but they vary by level: for PO III positions two years as a Youth Services Unit leader may substitute for one year as PO II; for PO IV one year as a Youth Treatment Program Supervisor plus three years professional experience can replace one year as PO III and graduate education can substitute for the three years of general experience on a year-for-year basis. At the PO V level two years as a PO III can be substituted for one year as a PO IV.

Administrators. Included in this category are Central Office administrators, regional directors and institutional superintendents. Qualifications vary considerably and depend to a great extent on the nature of administrative responsibilities. For illustration purposes we will deal with the superintendent "series." The assistant correctional superintendent must have at a minimum two years experience as a Correctional Officer III or Training Officer I or two years as a Probation Officer II or Social Worker III. A master's degree may substitute for one year

of the required experience. At a minimum the Correctional Superintendent I or Correctional Superintendent II is required to have a bachelor's degree in an appropriate discipline and three years experience in the correctional field at a level equivalent to Probation Officer III or Assistant Correctional Superintendent. Experience can substitute for the required education on a year-for-year basis.

Correctional superintendents supervise both custody measures and program delivery. The substitutions suggested for these minimum qualifications reflect the blurring of these responsibilities. In some facilities one orientation may be more desirable than the other. The variability in the position qualifications at all classifications reflects uncertainty about the type of employee most suitable for given regions, facility types, etc.

METHODOLOGY

The personnel survey which sought self-reported data on education, experience and training, was initially designed by the School of Justice and modified by the Alaska Department of Corrections (Appendix A). The survey forms were distributed in October, November and December of 1984 by the Department to all correctional employees in institutions and agencies throughout the state. The Department took responsibility for collecting as well as distributing the forms and for forwarding them to the School of Justice for coding and analysis. The coding process began in January, 1985 and computer processing was completed by May, 1985.

For the purpose of this report it was necessary to devise a means of categorizing employees which would distinguish employees engaged in corrections-specific duties from other employees. The Alaska State Personnel Office and the Department of Corrections places a large number of job classifications into eight broad categories: officials/administrators, professionals, technicians, protective services, para-professionals, office/clerical, skilled craft, and service maintenance. These contain general classifications as well as corrections-specific ones; the professional category, for example, includes accountants, nurses, and probation officers. Since one objective of the survey was to provide a means of comparing correctional employees in Alaska with employees in other state systems the following categories were devised: correctional officers, probation officers, office/clerical, officials/administrators, treatment personnel, medical/

health, technical/support, facilities services. Correctional officers, probation officers, administrators and treatment personnel are considered to be in corrections-specific job classifications. There were 719 employees in these categories. Of these, 475 completed the survey for a response rate of 66%.

Figure 1 lists the number of employees in all categories when the survey was initially proposed (June 1984) and the number of respondents in these categories as of December 1984. The response rate is figured using the May data even though there were new hires during the six month period.

Figure 1. Survey Response by Employee Category

	(June 1984) # listed	(Dec 1984) Respondents #	%
Correctional Officers	467	353	75.6
Probation Officers	84	72	85.7
Clerical	83	73	87.9
Administration (directors, supervisors, etc.)	48	21	43.7
Treatment personnel (includes mental health clinician, community counselors, institu- tional instructors, etc.)	37	29	78.3
Medical/health	23	11	47.8
Technical/support	17	20	117.6
Facilities Services (maintenance, food service, etc.)	47	43	91.5
Other	<u>10</u>	<u>14</u>	140.0
Total	816	636	

FINDINGS

This section of the report will deal with educational levels by employee category. Emphasis is placed on corrections-specific position categories, but all employees are included (see Figure 2).

Education

This survey reveals that Corrections employees in Alaska are more experienced and better educated than corrections employees in most other states. By and large personnel possessed more than the minimum education levels called for in State Personnel office bulletins. Nearly half the total respondents (47.8%) had at least an associate's degree (two years of college) and more than a third (35.1%) had BA/BS degrees. Of the 475 respondents in corrections-specific classifications, 48% (N=228) have at least an associate's degree and 36% (N=170) have at least a bachelor's degree. Department of Corrections employees appear to place a high premium on education; more than two thirds of all employees (69.3%) hoped to continue their educations. Of these, most specified degrees in job-related areas (psychology, criminal justice, sociology, etc.) as their ultimate educational goal. This reflects a high degree of professionalism and a firm interest in improving job skills. Although their plans are ambitious it does not appear likely that many employees will achieve their educational goals while employed. Only 23 of the respondents with college degrees completed their schooling while employed and only 5% of total respondents were currently enrolled in college classes. Long hours and shift schedules seem to mitigate against

FIGURE 2. EDUCATIONAL LEVEL

	High School		GED		Assoc'tes		Bachelors		Masters		Post-Masters		Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Corrections Officers N = 353	188	53	36	10	52	15	63	18	8	2	4	1	2	.5
Probation Officers N = 72	1	1	1	1	5	6	44	62	19	27	1	1	1	1
Adminis- trators N = 21	3	14	1	5	4	19	10	48	3	14	-0-		-0-	
Treatment Personnel N = 29	6	21	-0-		-0-		14	48	9	31	-0-		-0-	
Health Profes'ls N = 11	-0-		-0-		4	36	3	27	1	9	3	27	-0-	
Profes'l/ Technical N = 30	10	33	-0-		2	6	14	47	2	6	2	6	-0-	
Service Personnel (clerical, maintenance, etc.) N = 116	70	60	14	13	13	12	10	9	-0-		1	.8	4	3.4
TOTAL N = 636	278	.44	52	.08	80	.14	158	.25	42	.07	11	.01	7	1.1

attending college classes. (See Figures 3 and 4.)

Correctional Officers. The survey included responses from all three Correctional Officer levels. The largest number of Correctional Officer respondents were Correctional Officer II (259), 30 were CO I's and 64 were CO III's. Among our respondents, educational level was not substantially tied to employee level. At the CO I level 36.7% had at least a two-year degree; among CO II's 19% had the same level of education, while 35.9% of CO III's had associate's degrees or higher. Thus higher education appeared to be proportionally similar among the lowest and highest correctional officer levels. Because these figures are not particularly revealing and because the large number of CO II's makes comparisons between elements of the "series" unreliable, Correctional Officers have been treated in the aggregate for the remainder of the data.

Of the 353 Correctional Officer respondents, 123 (34.8%) held college degrees: 52 had associate's degrees (14.7%), 63 had bachelor's degrees (17.8%) and eight (2.5%) had graduate degrees. A large number of respondents (72.5%) indicated that they planned to continue their education, but only 3.6% (N=13) indicated that they were currently enrolled in college or university courses. The reality of the Correctional Officer's work situation means that most have had to postpone progress toward the degrees they would like to attain. Most correctional officers work 12 hour days, one week on, one week off and every other week is a swing shift. Under such a schedule it is very difficult to attend classes. It is not surprising that few Correctional Officers

currently attend courses; it is surprising that 11 of the 129 Correctional Officers with college degrees completed their course work while employed with the Department. Many of them completed course work before this shift arrangement went into effect in 1982.

Probation Officers. A bachelor's degree in an appropriate field is listed by the Alaska Personnel Department as a minimum qualification for the entry level probation officer and graduate study may be substituted for experience at higher PO levels. It is therefore not surprising that 97% of probation officers in our respondent sample had at least an associate's degree, 90% possessed at least a bachelor's degree, and 28.1% held Master's degrees.

Though they are, as a group, well-educated many probation officers (76.4%) intend to continue their educations. Of respondents with less than bachelor's degrees, six indicated that this was their ultimate educational goal. Twenty-seven respondents hope to complete master's degrees and 26 would like to go beyond the master's level.

Those who hope to go beyond the master's level will be unlikely to achieve their educational goal without leaving Alaska since few graduate programs in an appropriate field are available in the state. Some of the PO's indicated an interest in law degrees which are not available here. Those who would like to pursue master's degrees will probably find it necessary to take a leave of absence from their jobs in order to achieve this goal.

FIGURE 3. PLAN TO CONTINUE

CONTINUE	<u>GROUP</u>		Correct'n		Probat'n		Adminis-		Inst.		Health		Prof'l		Clerical		Maint.,		TOTAL	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Yes	256	73	55	77	10	48	29	100	8	73	22	74	40	55	20	47	440	70		
No	66	19	13	18	11	52	-0-		2	18	6	20	24	33	22	51	144	23		
Other	21	6	3	4	-0-		-0-		1	9	1	3	5	7	1	2	32	5		
No Response	10	2	1	1	-0-		-0-		-0-		1	3	4	5	-0-		16	2		
TOTAL	353	100	72	100	21	100	29	100	11	100	30	100	73	100	43	100	632	100		

FIGURE 4. CURRENT ENROLLMENT IN COLLEGE

ENROLLMENT	Correct'n Officers		Probat'n Officers		Adminis- trators		Inst. Treatmnt		Health Prof'l		Prof'l Tech.		Clerical		Maint., Cks, Othr		TOTAL	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Yes	13	4	8	11	-0-		4	14	-0-		-0-		3	4	1	2	29	5
No	337	95	64	89	21	100	25	86	11	100	30	100	67	92	42	98	597	94
TOTAL	353	100	72	100	21	100	29	100	11	100	30	100	73	100	43	100	632	100

Appropriate advanced degrees are not readily available in the state and most opportunities for graduate work are concentrated in Anchorage and Fairbanks. Even those PO's located in these regions find it difficult to attend classes because of long hours and scheduling problems; those assigned to other areas would have to transfer or request leaves of absence in order to further their education. Only eight (11.1%) of the respondents indicated that they were currently enrolled in college classes, and only seven (10%) had completed their present degrees while employed with the Alaska Department of Corrections.

Administrators. This category included superintendents and directors at several levels. There were only 21 respondents. More than half of them (62%) had a minimum of a bachelor's degree. Only four (19%) indicated that high school (or equivalent) was the highest education received. The same number had an associate's degree. Of the 17 respondents with some college four (23.5%) had completed their degree work after they were initially hired by the Department of Corrections. Probably these individuals completed work toward degrees before assuming administrative responsibilities. Most maintain erratic schedules and work long hours. None of the respondents in this group indicated that they were currently enrolled in college classes.

The interest in continued education noted for Correctional Officers and Probation Officers persists for responding administrators; ten of them plan to pursue more education. On the survey item requesting ultimate educational goal, one associate's degree, six bachelor's degrees, and four master's degrees were

listed. Four of the respondents indicated a goal beyond the master's level.

Treatment Personnel. This artificial grouping was made from a number of personnel categories with very few employees. It includes those involved in all programs with rehabilitative objectives such as mental health, social work, recreation, education, etc. Twenty-nine responses were received from personnel in these categories.

Six of the 29 (20.7%) had high school diplomas, the remainder (79.3%) had at least four years of college: fourteen (48%) had bachelors degrees, nine (31%) had masters degrees.

All of the six respondents without a college degree indicated a desire for further education, five listed completing bachelors degrees as a goal, one listed an associate's degree. Among the college educated 23 (79%) expressed an interest in further education.

Health Professionals. There were eleven respondents in this category. Of these eleven respondents, four (36%) had associates degrees, three (27%) had bachelors degrees, two (18%) had professional degrees, while only one (9%) had completed the masters degree and one (9%) had a doctoral degree. All of the respondents had completed their degree before being initially hired by the Department of Corrections. The majority of the respondents (83%) in this category planned to continue their education. Educational goals included: one associate's degree, one bachelor's degree, four master's degrees, and three degrees beyond

that level.

Clerical. There were seventy-three respondents in this occupational category. Seventy percent of the respondents in this category had a minimum of a high school diploma, five (7%) had a GED, six (8%) had completed associate's degree and seven (9%) had completed bachelor's degrees. Although this is not a corrections-specific personnel category, several of the respondents who expressed an interest in furthering their educations indicated an interest in justice, criminology or psychology degrees. This suggests an interest in and commitment to the Department of Corrections.

Facilities Services. Forty-three facilities services personnel responded to this survey. The category was created out of a large variety of non-corrections job classifications and includes dietitians, maintenance workers and many more. Because of the collapsing of different categories of employees the data is not very reliable. Nineteen (44%) of the respondents in this category had high school diplomas, nine (21%) had completed their GED's, seven (16%) had associates degrees, three (7%) had completed their bachelors degrees, while one (2%) had a professional degree. Eight (18%) indicated that they planned to continue their education.

Whether we look at the full sample of responding personnel or the number who can be classified as corrections-specific employees the large percentage with college degrees would make the Alaska Department of Corrections rank high on this measure of

overall quality. The amount of interest expressed in achieving even higher educational levels reflects remarkable professionalism. The fact that most of the respondents who hold degrees received them before they were hired raises some policy questions which will be discussed in the concluding portions of this report.

Prior Experience

As can be noted from the corrections-specific position classifications included in Appendix B, nearly every position level mentions experience in Alaska and includes the phrase "or equivalent elsewhere." The phrase appears in position descriptions for employees of all state agencies and is not peculiar to the Department of Corrections. As a new and growing state Alaska has had a need for increasing numbers of experienced employees qualified to step into openings at all levels. During the early years of statehood the need for trained personnel in entry positions was acute yet training programs were in their infancy. Previously trained employees from other states were often actively recruited for openings in Alaska's state agencies.

For the Department of Corrections this policy has resulted in employment of a substantial number of employees with prior experience elsewhere. More than forty percent of the 475 respondents in corrections-specific categories replied in the affirmative to the prior experience item (N=198). Figure 5 lists experience by employee classification. Nearly half of the responding probation officers and more than half of the responding administrators have had "Outside" experience. Of 353

FIGURE 5. PRIOR EXPERIENCE BY EMPLOYEE CLASSIFICATION

	CORRECTIONS-SPECIFIC EMPLOYEES (N=475)									
	Correctional Officers		Probation Officers		Adminis- trators		Treatment		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Prior Experience	147	41.6	34	47.2	11	52.4	6	20.7	198	41.7
No Prior Experience	204	57.8	38	52.7	9	42.8	23	79.3	274	57.7
No Response	2	.5	-0-		1	4.8	-0-		3	.6
TOTAL	353	99.9	72	99.9	21	100.0	29	100.0	475	100.0

responding correctional officers 41.6% had had other experience.

Of special interest is the type of experience deemed equivalent by those with hiring authority or by respondents. Three major experience areas were listed by respondents: corrections, military and law enforcement. Though prior experience in corrections was expected to be the primary response this was not the case across the board. Seventy-four (37.4%) of the 198 respondents with prior experience had worked in correctional settings and there are marked differences by employee classification as revealed by Figure 6. All the six treatment personnel with prior experience had worked in corrections, as had 64% of the administrators and 70% of the probation officers. Only 25% of the correctional officers with prior experience had worked in corrections. Military experience was also expected to rank high for all employees since military service provides preference points for state employment eligibility. Less than 25% of the 198 experienced respondents reported such service. Nearly as many of the 198 respondents reported law enforcement experience (N=70) as reported corrections experience (N=74). Among experienced probation officers more had law enforcement than military experience. Among experienced correctional officers the proportion with law enforcement experience (40.1%) was greater than the proportion with either military (29.3%) or corrections (25.2%) experience.

This difference reflects differences in "professional" and "technical" classifications. The kinds of experience listed in the corrections officer qualifications mirror the skills taught in the basic jail administration course offered by the Department

FIGURE 6. TYPE OF EXPERIENCE BY EMPLOYEE CLASSIFICATION

CORRECTIONS-SPECIFIC EMPLOYEES WITH PRIOR EXPERIENCE (N=198)										
Experience in:	Correctional Officers		Probation Officers		Adminis- trators		Treatment		TOTAL	
	#	%	#	%	#	%	#	%	#	%
Corrections	37	25.2	24	70.6	7	63.6	6	100.0	74	37.4
Military	43	29.3	3	8.8	-0-		-0-		46	23.2
Law Enforcement	59	40.1	7	20.6	4	36.3	-0-		70	35.4
Other	8	5.4							8	4.0
TOTAL	147	100.0	34	100.0	11	99.9	6	100.0	198	100.0

of Corrections. Skills in firearms use, riot control, and self-defense are emphasized in police training academies to a greater degree than in corrections academies and such skills are considered highly desirable for correctional officers in some institutions. It should also be noted that police officers in many states can gain experience in such areas as prisoner supervision, prisoner transportation, etc.

Probation Officers brought experience to their positions in Alaska primarily from probation and/or parole and they already had the skills needed for supervising offenders in the community, developing pre-sentence investigations, etc.

The prior experience which these respondents brought to their jobs had some impact on training dollars saved. The Department's training staff had been small until recently. The size of the staff and of the training facilities has had an impact on the number of employees who could receive training. Hiring persons who had received their training elsewhere was a practical means of dealing with training budget limits.

Training

Many Corrections employees with previous experience apparently have not received training by the Alaska Department of Corrections. The personnel survey asked if respondents had attended "orientation/training sessions" during the first year of employment. Of 611 persons replying to this item, 372 (60.9%) had attended Department-sponsored sessions (Figure 7). Of corrections-specific employees 337, (70.9%) had attended such

training during their first year of employment. Of this 337, 266 (79%) were correctional officers who took the basic training course. Respondents were asked to indicate from a list of training topics those they had completed. The topics most frequently mentioned were firearms training (including recertification) and CPR training (including recertification). More than 80% of the respondents had attended each of these. The next most frequently completed courses were in prisoner transportation (19%), drug identification (17%) and supervisory management seminar (13%).

These courses were taken primarily by the numerically largest employee classification (correctional officers). Of the 12 probation officer respondents 61% had attended a department sponsored probation/parole seminar.

During the years from 1981 to 1984 the Department has grown considerably. The opening of new facilities and the enlargement of others has created a major demand for new employees. According to Training Officers, 160 Correctional Officers required basic training during fiscal year 1984. The basic CO course consists of 120 hours (3 weeks) and class size is limited to 25. An additional 150 CO's were projected for hire by July, 1985. Nearly all will require training within one year of the date of initial hire.

When this survey was begun there were three training officers in the Department of Corrections. By January of 1985 there were seven and it is now possible to train all new employees within the first year of hire and to provide more in-service programs.

Since some of these changes were expected at the time the survey was planned an indepth review of training programs and participation was not included in the survey.

FIGURE 7. ATTENDED ORIENTATION/INSERVICE TRAINING

INSERVICE	GROUP		Correct'n Officers		Probation Officers		Adminis- trators		Inst. Treatment		Health Prof'l		Prof'l Tech.		Clerical		Maint., Cks, Othr		TOTAL	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Yes	266	75	44	62	12	57	15	52	7	64	6	20	13	18	9	21	372	60		
No	75	22	27	37	9	43	14	48	4	36	23	77	57	78	30	69	239	38		
Other	5	1	1	1	-0-		-0-		-0-		-0-		-0-		2	5	8	1		
No Response	7	2	-0-		-0-		-0-		-0-		1	3	3	4	2	5	13	2		
TOTAL	353	100	72	100	21	100	29	100	11	100	30	100	73	100	43	100	632	100		

SUMMARY AND RECOMMENDATIONS

This report summarizes the results of a survey of education, training and experience of Alaska Department of Corrections personnel. The survey was distributed to all personnel and was completed by more than 70% of the nearly 900 employees. The response rate for employees in corrections-specific job classifications was 66%. The large percentage of respondents permits extrapolation of the data to the Department as a whole. One conclusion drawn from the survey is that corrections personnel in Alaska are both well-educated and experienced.

Of 636 respondents to the survey, nearly half (47.8%) reported having at least a two-year college degree. There were 475 respondents in corrections-specific job classifications; 48% (N=228) of this group had at least two years of college and 36% had four-year degrees. For the most part our respondents had more than the minimum educational requirements listed in position descriptions (see Appendix B).

The vast majority of college educated corrections employees received their degrees prior to their initial date of hire with the Alaska Department of Corrections. Since college attendance is difficult for many employees, one item in the survey requested information on current enrollment in college classes. Only 26 (5%) of those in corrections-specific job classifications indicated that they were enrolled at the time the survey was completed (fall semester, 1984). Although these two items make it evident that it is difficult to work in corrections and attend

school simultaneously, most respondents indicated that they planned to continue their educations. Seventy percent of the total respondents and 73% of the corrections-specific respondents expressed a desire to further their educations. The clear gap between plans and practice raises some important questions.

Although we cannot assume that everyone who plans to attend college would actually do so if the opportunity arose, we can assume that there are reasons for the large gap in numbers between those who actually have done or are doing so. There seem to be two major obstacles to pursuing educational goals: geography and scheduling.

Nearly every correctional facility or agency is in reasonably close proximity to one of the community colleges in the University of Alaska system. Thus opportunities to complete the two-year associate's degree are available. This degree is listed as a goal by 12.2% (N=77) of the respondents. Most of the respondents who plan to further their educations have a bachelor's degree or a graduate degree as their goal (165 listed bachelor's degrees; 123, master's degrees). Courses toward these degrees are available only in Anchorage, Fairbanks and Juneau. Since the majority of Department of Corrections employees are employed in or near these cities the low percentage of employees who are currently enrolled in college courses suggests that geography is not the primary obstacle.

For correctional officers, who comprised more than half of our total sample, scheduling appears to be the major obstacle to

completion of educational goals. Seventy-three percent of correctional officers indicated that they planned to continue their education but only 8% were enrolled in college courses at the time of the survey. The twelve hour work schedule of one week on, one week off and a swing shift every other work week makes class attendance very difficult, if not impossible. This work schedule was initiated by employees. Prior to its implementation the Department was better able to accommodate employees who were in school by permitting schedule adjustments and trade-offs with other officers. The new schedule is very popular with employees and should not be changed. However, we would recommend that employees who want to attend school should be permitted to apply for an "education schedule" which, if granted, would permit the employee to be on a straight shift for one four month period (semester) each year.

More than forty percent of the 475 respondents in corrections-specific job classifications reported prior experience in non-Alaska systems (Figures 5 and 6). While studies have demonstrated a high turnover rate among corrections personnel nationally, such employees seldom leave one state correctional system for employment in another. Alaska is an exception in that it attracts migrants from other correctional systems. Salaries at all levels of state government are higher here than in other states. Corrections data for the year 1979 from the Sourcebook of Criminal Justice Statistics (1983) show average annual salaries for corrections personnel to be as much as \$5000 higher in Alaska than in Oregon, Wisconsin and California (usually con-

sidered well-paying systems). Since prior experience in corrections permits entry into higher classification levels employment here is very attractive to corrections personnel from other systems.

As was noted above (Fig. 6) many Alaska corrections employees had experience in areas other than corrections, notably in law enforcement and in the military. While the hiring of experienced employees is usually positive there are potentially negative outcomes. One of these is the possibility of excluding non-experienced applicants from consideration for hire. This could have an impact on the hiring of Alaska Natives or of other minorities. Another potential negative outcome is that staff at some institutions will be too homogeneous. While similarities of background and experience can result in good working relationships, many of Alaska's correctional institutions are multipurpose facilities holding pretrial prisoners as well as sentenced misdemeanants and felons. These prisoners are ethnically varied as well. Since the prison population is varied a heterogeneous staff is probably more desirable than a homogeneous one.

Although it is not likely that those in charge of hiring are deliberately excluding or including some people for employment, they may be unthinkingly giving preference to people with similar kinds of experience, training and attitudes. This can result in discrimination in hiring.

The prison population in Alaska is approximately 34% Alaska Native but only 5.4% of Correctional Officers are Alaska Native

and only 4% of all Department of Corrections employees are Alaska Native.

Since the early need for experienced employees at all levels has now been met and the Department training operation has expanded we recommend that more persons be hired at the CO I and PO I (training/probationary) levels and that screening of applicants be done by the Department prior to submission of names to the Superintendent or regional director. Such screening should include assessment of the characteristics of current staff and of the characteristics of the inmate population with a view toward achieving a balance between ethnicity, background, education and experience.

That 37.4% of our corrections-specific respondents had prior experience in other correctional systems raises another personnel policy question. To what extent should corrections in Alaska emulate correctional practices in other states? This question also should be addressed in regard to training policies. Perhaps comparisons should be made between Alaska corrections and corrections in other states. An assessment of the unique features of corrections - geographical distinctions, population characteristics, and facility differences - would also be worthwhile.

Though there is always room for improvement in any corrections system Alaska correctional personnel rank in the first order on the quality measures of education, training and experience.

Specific Recommendations

1. To encourage participation in educational programs, institute an "education schedule." Employees would be invited to apply for a straight shift for one four month period (semester) per year.
2. To increase educational opportunities, institute an "educational exchange" policy. Employees in education-poor regions could apply for a one semester exchange of jobs with an employee in an area where higher degrees are available.
3. To encourage completion of degrees, implement a sabbatical leave policy. Long-term employees could apply for educational leaves of four to nine months' duration and receive a reduced salary for the period.
4. To assure fairness in hiring practices, establish a personnel committee to pre-screen applicants before they are considered by individual hirers.
5. To assist in the hiring process, develop employee profiles in each institution and agency to be used as a base for determining needed skills and abilities.
6. To foster continued professionalism, encourage and support employee interest in organizing an Alaska chapter of the American Correctional Association.

APPENDIX A. PROPOSAL AND SURVEY INSTRUMENT

DEPARTMENT OF CORRECTIONS

PERSONNEL SURVEY

PROPOSAL

N.E. Schafer

Justice Center
School of Justice
University of Alaska, Anchorage

March 1984

S O J # 84008

Introduction

The Alaska Department of Corrections has, for more than a year, been without definite status as a department. In March 1984 the period of uncertainty ended and the Department was free to engage in activities to complete its transition from a division within the Health and Human Services to a cabinet level department.

Throughout this period of uncertainty and change the Department has grappled with the issue of prison crowding and attendant problems of prison construction and exploration of alternatives to incarceration. The ancillary issues of manpower utilization and personnel development have not been addressed.

Personnel planning is crucial to an organization undergoing rapid growth. In many states corrections departments have failed to project personnel needs in conjunction with plans to increase prisoner housing. The results have been confusion, uncertainty, and piecemeal solutions to complex problems.

In Alaska Department of Corrections personnel planning has not been a priority. Records are incomplete and outdated and the development of mechanisms for maintaining them has been hampered by the delay in beginning the process of organizational change. Many employees have, during this period, continued their educations and upgraded their professional skills, but personnel records do not adequately reflect these changes. The Department recognizes that an accurate assessment of current resources is essential to planning for the future.

Statement of the Problem

Information about current employees, vital to the development of personnel policies, is at present incomplete. The Alaska Department of Corrections is, therefore, without a reliable base of information from which to project personnel needs and develop personnel utilization plans.

Project Proposed

A survey of Alaska Department of Corrections personnel is proposed, with a view toward providing the Department with information on the current education and training levels of employees in different personnel classifications.

Objectives

1. Compile education and training profiles of employees by job classification.
2. Assess higher education status and future education plans and needs among Corrections employees.

Survey Method

A survey instrument will be devised in cooperation with the Director of Personnel of the Department of Corrections in order to collect current information on all Department of Corrections employees in the following general employment categories.

Corrections officers

Corrections Officer I	18
Corrections Officer II	369
Corrections Officer III	80

- Treatment personnel

Probation Officers

Probation Officer I	1
Probation Officer II	59
Probation Officer III	18
Probation Officer IV	3
Probation Officer V	3

Counselors

Psychological Counselors	5
Community Counselors	5
Social Worker	3

Mental Health Clinician III	4
-----------------------------	---

Education/Recreation

Institutional Instructor	7
Education Associate	9
Vocational Instructor	2
Recreation Therapist	2

- Medical Staff

Physician's Assistant	5
Nurse	17
Pharmacy	1

- Institutional Maintenance

Food Service	21
Facility Repair	25
Store Keeper	1

- Secretarial/Clerical	83
- Administrative Staff	
Managers (directors, managers, superintendents)	48
Administrative Support (planning, analysis)	17
- Other	<u>20</u>
TOTAL	826

Data will be collected on current educational levels and educational plans. The information on participation in professional development programs will include programs sponsored by the Department of Corrections since 1981 as well as those offered elsewhere.

The Department of Corrections will assume the responsibility of distributing and collecting the survey and will provide completed forms to the School of Justice.

The Justice Center will code the data and analyze the results.

Products

1. A summary report will be completed. Copies will be sent to individual Corrections agencies and institutions in order to provide information to respondents.
2. A 20 - 30 page final report will be submitted to the Commissioner and to the Director of Personnel and will include:

- A body of current personnel information which can be used for reports to the legislature and governor, for comparison with other states, and for personnel planning vis-a-vis recruitment, retention and manpower utilization.
- Analysis of employee participation in professional development programs by job classification. The analysis can be used to:
 1. review training schedules and frequency of offerings in order to expand opportunities for participation.
 2. justify exploration of alternative means of program delivery; and
 3. develop promotion criteria.
- Analysis of educational status both Department-wide and within specific job classifications. This information will be useful for:
 1. developing means of encouraging participation in higher education;
 2. developing criteria for promotion; and
 3. developing policies to assist in completion of education, e.g., leaves of absence, temporary reassignment near community college or university, etc.

Preliminary Budget
Department of Corrections Personnel Survey
April 1, 1984 - June 30, 1984
(Internal Funding)

Categories

I. Personnel

Principal Investigator (Nancy Schafer)	
\$22.94/hr x 80 hrs x 1.1% leave	925.00
+ 22.1% Staff Benefits	205.00
 Data Processing Assistant (Mumaw?)	
\$12.00/hr x 80 hrs	600.00
+ 8% Staff Benefits	48.00
 Student Coders	
\$6.25/hr x 300 hrs	938.00
 Secretary (Booth)	
\$13.62/hr x 30 hrs x 18.3% leave	292.00
+ 25.5% Staff Benefits	83.00
	<hr/>
	3091.00

II. Contractual

Xeroxing	150.00
Keypunch	400.00
Computer Time	250.00
	<hr/>
	800.00

III. Commodities

Supplies (paper, etc.)	65.00
	<hr/>
	65.00
 TOTAL	 3956.00
	<hr/>

PROJECT MILESTONE CHART

Month	Feb.	March	April	May	June	July	
Activities							
Develop Draft Questionnaire							
Meet with Corrections Staff to revise Questionnaire							
Revise and Print Questionnaire							
Distribution and Collection of Quest.							
Compilation of Data							
Preliminary Report							
Final Report							

DEPARTMENT OF CORRECTIONS
PERSONNEL SURVEY

Current Position _____/Location _____

Date of initial employment with Alaska Corrections _____
month year

Length of time in current position _____

I. EDUCATION

A. Years of schooling (circle highest number completed)

10	15
11	16
12	17
13	18
14	more than 18

B. Year degrees/diplomas received

High School 19__	GED 19__	Associates (2 yrs college) 19__
Bachelors (4 yrs. college) 19__	Masters 19__	
Professional (JD, MD, etc) 19__	Doctorate 19__	

C. Have you taken college credit courses since being hired by Department of Corrections?

____ yes _____ no

If yes, C 1. number of hours completed _____

C 2. toward what degree? _____

D. Are you currently enrolled in college credit courses?

____ yes _____ no

If yes, D 1. number of hours taken in most recent semester _____

D 2. toward what degree? _____

D 3. at what institution? _____

E. Do you intend to continue your education while employed?

_____ yes

_____ no

If yes, E 1. would completing a degree require a leave of absence?

F. What is your ultimate educational goal? (check)

1. associates degree (2 year)

2. bachelors degree (4 year)

3. masters' degree (beyond bachelors)

4. advanced professional degree (beyond bachelors)

5. beyond masters' level

II. EXPERIENCE

A. Had you worked in other correctional systems before coming to Alaska?

_____ yes

_____ no

If yes,

A1. system

position

of years

A2. Please continue to answer the survey questions but indicate if your involvement in professional development was prior to your employment with Alaska Department of Corrections.

III. PROFESSIONAL DEVELOPMENT

A. In-service training sponsored by Department of Corrections

A1. Did you attend orientation/training sessions during your first year of employment?

_____ yes

_____ no

Topic(s)

A2. The following training courses have been offered by the Alaska Department of Corrections. Please check those you have attended and indicate approximate date of attendance.

(more)

TOPIC	Have Attended ()	Date of Attendance
1. Firearms	_____	_____
2. CPR	_____	_____
3. Crisis Intervention for Institutional Personnel	_____	_____
4. Crisis Intervention for Field Services Personnel	_____	_____
5. CPR Recertification	_____	_____
6. Firearms Recertification	_____	_____
7. Prisoner Transportation	_____	_____
8. Time Accounting Seminar	_____	_____
9. Stress Management	_____	_____
10. Rural Jail Course	_____	_____
11. Staff Advocacy Workshop	_____	_____
12. Supervisory Management Seminar	_____	_____
13. Probation/Parole Seminar	_____	_____
14. Legal Liabilities (Institutional Personnel)	_____	_____
15. Training for Trainers	_____	_____
16. Affirmative Action for Non-Supervisory Personnel	_____	_____
17. Drug Identification, Enforcement, Testing	_____	_____
18. Criminal Law (Substantive & Procedural Issues)	_____	_____
19. Cross Cultural Awareness	_____	_____
20. Group Counseling Therapy	_____	_____
21. Medical Care and Health Services Seminar	_____	_____
22. Other (please specify)	_____	_____

B. The Department also sponsors discretionary training by paying expenses for attending programs offered by other agencies including ACA, NIC, colleges and universities, etc.

B1. Have you applied for endorsement?

_____ yes _____ no

If yes, please answer the remaining questions in B. If no, skip to C.

B2. Number of applications made _____

B3. Number of programs attended _____

B4. Please list program(s) and sponsoring agency (e.g., NIC, ACA, etc.)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- C. Have you in the past 3 year attended classes, training sessions, workshops, etc., which have not been reimbursed by the Department which did not apply toward a college degree?

_____ yes

_____ no

If yes, please list these and give approximate dates of attendance.

Type of Program

Dates Attended

_____	_____
_____	_____
_____	_____

- D. Would you like your name on a mailing list which will notify you of future seminars, classes, and programs?

Name

Mailing

Address

APPENDIX B. SELECTED POSITION QUALIFICATIONS

STATE OF ALASKA

Class Specification

CORRECTIONAL OFFICER I

7650-11

Definition:

Under immediate supervision, learns and performs skills for the custody and security of prisoners in an adult correctional institution. The incumbent, while performing assigned tasks and attending mandatory divisional training programs, prepares to qualify for Correctional Officer II.

Distinguishing Characteristics:

This is a trainee level class providing employees with orientation training, the Correctional Officer Entry Level Training Program, and Field In-Service Training. Employees must successfully complete all phases of the Entry Level Training Program to be considered for further employment. Because of the nature of the Correctional Officer I class, it will be considered unsatisfactory performance of duties if training is not satisfactorily completed within twelve months.

Examples of Duties:

Satisfactorily completes the Field In-Service Training Manual, Part I portion of the training program.

Attends the Correctional Officer's Entry Level Training Program at the Corrections Training Center.

Satisfactorily completes the Field In-Service Training Manual, Part II of the Correctional training program.

Learns the procedures, regulations and objectives of Correctional Security.

Assists in supervising the movement of prisoners to work assignments, meals, recreation and return to housing units and dormitories.

Assists in maintaining order and discipline, learns techniques of and assists in the handling of unruly and violent prisoners, using minimum force necessary in resolving situations.

Assists in maintaining routine security checks and inspections.

Assists in creating and maintaining an atmosphere conducive to the rehabilitation of prisoners.

Utilizes emergency respiratory equipment (gas mask, forced air respirators) for emergency situations.

Attends divisional training programs as required.

Successfully completes the Division physical agility examination.

Knowledge, skills and Abilities:

Ability to: Maintain acceptable physical agility and health standards; learn and apply techniques of self-defense so as to use minimum force necessary to protect oneself and others, and restrain unruly and violent prisoners; learn and apply laws, policies and administrative procedures affecting institutional operations; meet and maintain cooperative relationships with a variety of individuals; follow oral and written directions; be tactful in a variety of situations; ask questions and elicit required information; think clearly and quickly in emergencies; remember names and faces, use emergency respiratory equipment (gas mask, forced air respirators) for emergency situations.

Minimum Qualifications:

Minimum age 18.

Willingness to learn the skills necessary for Correctional Officer.

Sound health, physical and mental condition as determined by a medical examiner to meet the physical and mental demands of the job.

Special Characteristics:

As part of the examination process an extensive background investigation, including a criminal record check for conviction of felony crimes or serious misdemeanors, will be made to determine fitness of character, reputation and reliability for corrections work.

Orig: 11/12/71

Rev.: 07/01/72

Rev.: 11/16/78 Rewrite, including Title Change from Correctional Officer Trainee

Rev.: 08/16/79 Rewrite, D.C. and E.D.

Rev.: 02/15/83 D.C.

. July 30, 1984

CORRECTIONAL OFFICER II Class Code 7653
General Government Salary Range 13
Positions in: Juneau, Ketchikan, Anchorage, Eagle River,
Palmer, Sutton, Kenai, Fairbanks, Nome

Definition:

Under general supervision performs security work among prisoners in an adult correctional institution.

Minimum Qualifications:

Six months experience as a Correctional Officer I with the State of Alaska including successful completion of the Field In-Service Training Manual, Part I (orientation), the Correctional Officer Entry Level Training Academy Program, and Field In-Service Training Manual, Part II program.

OR

One year of experience equivalent to Probation Officer I, Youth Counselor, or Correctional Officer I which included training in custody and control of prisoners and institutional security procedures; self-defense and riot control; use of weapons, mechanical restraints, and chemical agents; criminal law and procedures; first aid and emergency trauma treatment; administration of medication; record-keeping and report writing; counseling and other interpersonal communication techniques.

OR

A bachelor's degree or the equivalent in corrections, criminal justice, law enforcement, behavioral science or a closely related field.

Note: Employees must be willing to work shift assignments and on-call availability may be required. Some positions may require bilingual abilities.

August 1, 1983

CORRECTIONAL OFFICER III Class Code 7654

General Government Salary Range 15

Positions in: Ketchikan, Juneau, Sutton, Fairbanks, Eagle
River, Anchorage, Nome, Kenai, Palmer

Definition:

Under general supervision, performs lead work over employees engaged in security duties in adult correctional institutions.

Minimum Qualifications:

One year of experience as a Correctional Officer II with the State of Alaska or the equivalent elsewhere.

OR

Two years of experience as a Probation Officer or Youth Counselor with the State of Alaska or the equivalent elsewhere.

Note: Employees must be willing to work shift assignments and on-call availability may be required. Some positions may require bilingual abilities.

STATE OF ALASKA

Class Specification

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PROBATION OFFICER II	4343-16
PROBATION OFFICER III	4344-18
PROBATION OFFICER IV	4345-19
<u>PROBATION OFFICER V</u>	4346-20

Series Definition:

Positions of this series work in the institutional, probation and/or parole corrections process, the duties of which are to advise on, administer, supervise, or perform probation work. Positions require the ability to perform or guide performance of, critical examinations and evaluations of time being served by monitoring rehabilitation and behaviors to ascertain fitness for parole, probation, or release to society. In this specification, the term "probation" refers to probation, parole, or pre-parole.

This series covers a broad range of probation work. In addition to the normal duties and responsibilities associated with probation, this series covers a range of other work situations and specialty emphasis within the fields of probation, parole, and pre-parole. Positions in this series require an application of professional knowledges of probation principles and practices in the performance of such assignments as caseload management involving office and/or field work in probation and parole, pre-sentence investigation, intake, supervision and guidance of parolees/probationers, pre-release, furlough, alternative care, or other related specialty areas. Included in this series are positions concerned with teaching probation work, doing research on probation work problems, training of probation work students, and providing consultation and advice to members of related professions and community organizations. In addition, incumbents may plan, conduct and coordinate probation services and evaluate probation programs.

Distinguishing Characteristics:

Probation Officer I performs probation work, youth or adult, in one of two options: 1) under close supervision serves in an entry level capacity, receiving on-the-job and formal probation officer training, performing routine duties assigned by a higher level officer; 2) serves under general supervision, as an associate probation officer, the duties of which are less complex than those of the full working level probation officer class. These positions are usually found in "the bush" requiring bilingual capabilities to assist clients and court officials and other criminal justice agencies with interpretive services.

Probation Officer II is the full performance level, in which positions function under general supervision. Positions of this class are distinguished from Probation Officer I by the independence of action, latitude of judgement exercised, and by the assignment of any case. It is distinguished from the Probation Officer III class in that normally a Probation Officer II does not supervise other Probation Officers although the incumbent may be responsible

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for training of subordinates or newly hired Probation Officers. Positions of this level include assignments in: a) a district office responsible for a varied caseload or a specialty sometimes assigned an itinerant; b) a correctional institution performing case work, classification reviews, and release coordination; or c) in a small office. The latter would be sole worker responsible for basic program requirements characterized by a preponderance of: a small caseload of less than 15 youths or less than 30 adults; minimum court responsibility, majority of time spent in client supervision; less than the normal pre-sentence or pre-disposition reports writing.

Probation Officer III performs probation duties in one of two options: (1) As probation officer with a substantial district program; (2) As office lead supervisor responsible for a substantial probation program, or a separate program unit of two or more probation officers. A substantial program is characterized by the following: sole responsibility over a wide geographic area; a normal workload unit ratio as defined by the using agency; a normal level of activity for pre-sentence or pre-disposition reports; personal program accountability to a Court; personal accountability to a sub-unit program; lead management responsibilities; performance of work under general direction.

Probation Officer IV performs professional probation officer duties in one of two options: (1) As supervisor within a multiple unit office requiring full supervision of: three or more Probation Officer III's, and/or a staff in excess of ten professional and support positions, one of the professionals, a Probation Officer III; (2) As a central office staff position with statewide program responsibility. Positions of the first option is a supervisory class with full responsibilities for program operations exercising substantial judgement in the hiring, promoting, transferring, suspending, discharging and adjudicating the grievances of subordinate personnel. This class also provides program assistance to higher management concerning staffing patterns, budget, community needs assessment, and program implementation and effectiveness.

Probation Officer V is distinguished by its probation program responsibilities in administering a substantive regional social rehabilitation program. Such a program is characterized by the following: (a) minimum geographical population of 50,000 dispersed over a significant area of minimally three or more court districts; (b) minimum budget of \$500,000; (c) a span of control to include responsibilities for probation offices, new start centers, half-way house programs, and other, or institutional management; (d) a span of control to include community based corrections; (e) large active workload unit ratio as determined by the using agency; (f) substantial level of pre-sentence/pre-disposition reports writing activity; (g) full second line supervisory responsibilities. This is a supervisory class with full responsibilities requiring the exercise of independent judgment in the hiring, promoting, transferring, suspending, and discharging of subordinate employees.

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This class includes supervision of subordinate probation officers in their performance of direct casework services to youth and adults on probation or parole.

Example of Duties:

Probation Officer I

Investigates personal environmental conditions of persons seeking parole or probation and prepares reports of such investigations to be submitted to parole boards or courts.

Assists in securing employment and vocational or academic training for persons under supervision.

Maintains personal contacts with clients and advises, counsels, and refers to other counseling resources, assisting them in re-establishing favorable community relationships.

Cooperates with local law enforcement, social welfare and judicial bodies in cases relating to clients.

Apprehends and returns parole and probation violators to custody.

Advises and counsels with welfare and other workers whose cases relate to persons under supervision of probation and parole.

Prepare dictated correspondence, reports, and case records.

Probation Officer II

In addition to the examples above, a Probation Officer II:

Performs preliminary investigations as an Intake Officer to determine legal sufficiency for formal court action and provide diversionary services.

Makes individual diagnoses and maintains progress reports indicating case prognosis. Develops employment or educational opportunities for clients eligible for, or on, parole or probation.

Performs comprehensive investigations involving compilation of case histories, assessment of personal stability, and requirements for rehabilitation. Develops rehabilitation plans, making sentencing or disposition recommendations.

Investigates cases of parole or probation violators, compiles evidence required to effect the suspension of parolee or probationer, and apprehends violators for return to custody. Participates in crisis intervention.

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Manages a case load which may range from routine, complex, specialized, or mixed

Evaluates requests for institutional classification, makes recommendations for placement, and assists clients with appeals.

Provides assistance to the courts and Parole Board on probation policy, correctional policy and community programs.

Develops alternative care resources or performs other related specialized duties (e.g., foster home development and studies, restitution or community service programs, diversion from detention) to facilitate district programs.

Probation Officer III

In addition to the examples above, a Probation Officer III:

Audits case loads on a periodic basis and holds case conferences or case reviews to guide subordinates in assessment, planning and supervision of probationers or paroles. Monitors implementation of case plans and utilization of resources.

Administers an entire Youth or Adult Probation/Parole Program in a major district performing counseling, supervision, case planning and case investigation. Makes recommendations for sentencing and disposition, or reviews and approves subordinates' recommendations.

Assures court orders concerning collection of restitution, fines, placements and special rehabilitation services are enforced.

Performs or oversees administrative duties relating to coding, contractual services, office ledger maintenance, workload reports, and client data systems.

Identifies training needs; organizes and presents material to new professional staff; and develops ongoing in-service training.

Implements and monitors special projects within a region or district, such as foster home and alternative care development, community service/restitution, diversion, and home detention.

Supervises classification of case loads where cases may be allocated to maximum, medium or minimum supervision.

Acts as member or chairman of a classification committee involved in determining appropriate treatment and placement for institutional clients.

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Probation Officer IV

In addition to the examples above, a Probation Officer IV:

Supervises and directs staff in specialized and general probation services programs. These may include intake investigation, predisposition or pre-sentence studies, Youth or Adult Probation/Parole supervision, restitution and community service, client placement and detention alternatives.

Makes assignments and reviews work of subordinate staff. Conducts periodic case load audits to assure compliance with state regulations, law, court rules, and Division policy and procedure in the administration of agency programs in delivery of case services.

Guides staff in assessment, planning and case supervision by consultation and case reviews.

Provides advice and assistance to regional managers and/or field offices regarding improvements in services for rehabilitation.

Acts as liaison between regional or district offices, local community government entities, other justice agencies, and community organizations involved in enhancing overall adequacy of rehabilitation programs. Provides operating instructions and interpretations of regulatory or office procedures.

Prepares and/or implements new employee orientation and continuous in-service training in coordination with the Division Staff Development Center.

Supervises support staff and coordinates efficient office practices and staff utilization.

Chairs the Regional Classification Committee which selects specific placements for clients institutionalized by the court and assures committee procedures are consistent with regulation and policy.

Supervises collection and reporting of client data for a computerized information system; prepares activities summaries and other work load reports; and evaluates data relative to clients serviced, level and kinds of service provided; and draws conclusions as to the appropriateness and adequacy of rendered services.

Probation Officer V

In addition to the above examples, a Probation Officer V:

Supervises district managers; serves as special project supervisor; and oversees assignments made by subordinate supervisors.

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Reviews all aspects of parole and probation intake and supervision activities.

Directs a program for the conduct of continuous in-service training for subordinate parole and probation officers.

Participates in the development of policies, standards and procedures relating to parole and probation supervision.

Interprets policies and procedures to law enforcement, other officials and the public.

Studies the cultural, employment and geographical aspects of a specific area and the relative case loads of probation officers and develops procedures adaptable to the area.

Develops local facilities and community resources and secures the cooperation of public and private agencies and individuals in the rehabilitation of adults and youths on parole or probation.

Determines budget requirements for assigned region and submits this information to headquarters. Is responsible for budget expenditures in the region.

Note: All positions are subject to call 24 hours a day, seven days a week. May require travel to remote areas.

Skills, Knowledge and Abilities

All Probation Officers:

Fundamental knowledge: of social and psychological principles of human development and behavior; social organization and environmental and cultural forces; a criminal justice system; criminal law, both procedural and substantive; community organization, facilities, and services of public acquisition of legal services; private and public employment agencies and other service organizations in community; casework and investigating; interviewing and writing skills.

Ability to: Establish and maintain positive working relationships with professional agencies and with parole and probation department personnel in other jurisdiction; win the confidence and cooperation of persons having social maladjustments; remain stable and calm and make mature judgments under conditions of severe stress or danger; be thorough and impartial in investigations of the background and circumstances of cases of delinquent behavior; analyze a situation accurately and adopt an effective course of action; prepare and maintain accurate and complete records and case histories.

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Probation Officers II, III in addition to above:

Advanced and up-to-date knowledges of: the principles, practices, and methods of probation, parole and institutional corrections techniques in case management, pre-sentence and pre-disposition reports writing, social investigation and acquisition of legal evidence; laws and regulations pertaining to probation, pre-parole, parole and related areas; principles and practices of counseling, and placement; criminal law and court procedures; habits, attitudes and psychology of persons with tendencies for aberrant behaviors; cause, extent, and treatments of delinquency; functions of community resources and agencies which assist in social rehabilitation; functions and procedures of state, borough and municipal law enforcement agencies; general economic and labor market conditions.

Ability to: learn and apply a complex system of laws, administration codes, regulations, superior court and parole board hearing procedures, adjudication and disposition hearing procedures to include knowledge of court procedures, conduct and rules of evidence; determine witnesses for use in proceedings; analyze situations, recommend or formulate decisions, policies or procedures; critically analyze reports and recommendations; interview effectively; dictate correspondence; speak and write effectively; plan and organize personal work and/or work of others; and apply basic principles and techniques of public administration.

Probation Officers IV, V in addition to the above:

Thorough knowledge of: Organization and functions of Alaska's corrections organizations and state and municipal law enforcement agencies; court procedures in dealing with violations and conditions of parole or probation; federal and interstate parole procedures; vocational and educational counseling; employment conditions and opportunities in Alaska and of facilities available for instruction, training and placement of parolees and probationers; principles and techniques of organizations, public administration, budgeting and personnel management.

.Ability to: Plan, organize and direct the work of others; secure cooperation of individuals and agencies; make decisions and formulate policy based on departmental rules, regulations and laws; prepare comprehensive reports; develop and maintain harmonious and cooperative working relationships with subordinates and others contacted in the course of the work; and develop departmental rules, regulations, and laws.

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Minimum Qualifications:

Probation Officer I

Bachelor's Degree, or the equivalent, from an accredited college with a major in psychology, anthropology, sociology, social work, criminology, criminal justice or closely related field.

Substitution: The following may be substituted for the required education on a year for year basis: Experience in (a) collecting, evaluating, interpreting social, behavioral and vocational data; (b) developing and implementing treatment programs for socially maladjusted persons. OR two years of experience in kind and level of Probation Program Service Aide IV/V.

Probation Officer II

One year as a Probation Officer I with the State of Alaska or the equivalent elsewhere.

Substitutions: The following may substitute for the required experience on a year-for-year basis: (a) Graduate study in psychology, anthropology, sociology, social work, criminology, criminal justice or closely related field. (b) Professional social case work or Youth Counselor III experience in developing and implementing treatment for socially maladjusted persons.

Probation Officer III

One year experience as a Probation Officer II with the State of Alaska or the equivalent elsewhere.

Substitution: Two years as Youth Services Institution Unit Leader, or equivalent.

Probation Officer IV

One year as a Probation Officer III OR one year of experience as Youth Treatment Program Supervisor, with the State of Alaska or equivalent elsewhere; PLUS three years professional experience in: probation work, social case work, or correctional rehabilitation counseling.

Substitution: Graduate study in criminal justice, social work or public administration may be substituted for the required general experience on a year-for-year basis up to a maximum of three years.

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Probation Officer V

One year of experience as a Probation Officer IV; OR two years of experience as a Probation Officer III, with the State of Alaska or the equivalent elsewhere.

Note: Specific positions may require the ability to speak the language indigenous to the area and/or possession of a driver's license. In addition, selection from eligible lists may be based on experience and training relating to youth probation, or adult probation and parole.

Probation Officer I	Probation Officer II	Probation Officer IV
Orig: 04/01/70	Orig: 06/24/66	Orig: 06/16/83
Rev: 05/16/71	Rev: 12/16/74	
Rev: 08/11/71	Rev: 12/01/83	
Rev: 07/16/73		
Rev: 07/16/74	Probation Officer III	Probation Officer V
Rev: 12/01/83	Orig: 05/00/70	Orig: 05/00/70
	Rev: 07/16/73	Rev: 07/16/73
	Rev: 06/16/83	Rev: 09/01/79, Def., D.C., M.Q.s
		Rev: 06/16/83 Code change from 4345 to 4346

STATE OF ALASKA

Class Specification

ASSISTANT CORRECTIONAL SUPERINTENDENT

7655-18

Definition:

Under general direction, provides assistance to a Correctional Superintendent in the administration, operation and maintenance of a state-operated adult correctional institution, and acts in the absence of the Superintendent. This is a supervisory class with substantial responsibility for the exercise of independent judgement in appointing, promoting, transferring, suspending, discharging and adjudicating grievances of subordinates.

Example of Duties:

Recommends changes in policies and procedures within the institution in conformity with agency and departmental regulations.

Assists in drafting the annual budget for the institution.

Maintains booking, commitment, health, fingerprint, inmate personal fund accounts, inmate count, release, fines and other records.

Supervises the preparation of forms relating to the admittance and release of inmates, including fingerprint cards, photographs, medical reports, court papers and legal commitments.

Keeps daily statistics for budgetary purposes of inmates committed and released. Verifies and accounts for inmate funds, including commissary ledger posting. Writes checks to pay bills.

Participates in the preparation of necessary reports on all inmates appearing before the Adult Classification Committee.

Schedules and conducts periodic shakedowns of the institution, and makes reports on same.

Schedules and conducts staff meetings with all personnel periodically.

Writes, edits and posts various rules and regulations in the institution.

Instructs subordinates in their duties and responsibilities and conducts on-the-job training programs.

Is responsible for the enforcement, through Correctional Officers, of all rules and regulations established by the Department of Corrections.

Posts orders of the institution.

Acts as a member of the Disciplinary Action Committee.

Utilizes emergency respiratory equipment (gas mask, forced air respirators) during emergency situations.

Performs other related work as required.

Knowledges, Skills and Abilities:

Knowledge of: Principles and practices of correctional administration and rehabilitation, and methods of discipline as applied to persons under restraint; principles and practices of personnel supervision and training; first aid; various departmental and divisional policies and procedures related to the operation and administration of correctional institutions; familiarity with personnel rules.

Ability to: Plan, direct, and supervise the work of others; control, direct, control, direct and instruct inmates individually and in groups; interpret and enforce institutional rules and regulations with firmness, tact, and impartiality; promote socially acceptable attitudes and behavior of inmates and to rate their conduct accurately and impartially; analyze administrative problems and make appropriate recommendations; think and act quickly in emergencies; establish and maintain cooperative relationships with those contacted in the course of the work; participate effectively in conferences and interviews; prepare clear and concise reports; utilize emergency respiratory equipment (gas mask, forced air respirators) for emergency situations; maintain physical and health standards sufficient to meet job requirements.

Minimum Qualifications:

Two years experience as a Correctional Officer III, Training Officer I, Division of Adult Corrections, or Unit Leader with the State of Alaska or the equivalent elsewhere.

OR

Two years of experience as a Probation Officer II or Social Worker III with the State of Alaska or the equivalent elsewhere, provided that the experience was in a correctional setting.

Substitution: A Master's degree in Corrections, Criminal Justice, Correctional Administration or closely related area may substitute for one year of the required experience.

Rev: 08/01/70
Rev: 07/01/72
Rev: 11/16/78 M.Q.s; Supv. Statement
Rev: 01/01/82 Def.
Rev: 11/01/84 Def.

STATE OF ALASKA

Class Specification

CORRECTIONAL SUPERINTENDENT I	7656-19
<u>CORRECTIONAL SUPERINTENDENT II</u>	7657-21

Definition:

Under general direction is responsible for the management of an adult correctional institution, including planning, policy development, general administration, financial management, operations, maintenance and interface with other justice agencies and the public. These are supervisory classes with substantial responsibility for the exercise of independent judgement in appointing, promoting, transferring, suspending, discharging and adjudicating grievances of subordinates.

Distinguishing Characteristics:

The classes of Correctional Superintendent I and Correctional Superintendent II are differentiated by such factors as: size of physical plant, size of staff, scope, intensity and impact of correctional programs, and operating budgets. Correctional Superintendent II is in charge of a recognized major adult correctional facility equivalent to the Juneau, Fairbanks, and major Anchorage facilities. Correctional Superintendent I is in charge of those facilities with lesser inmate capacity, such as Ketchikan and Nome.

Example of Duties:

Establishes policies, procedures and programs within the institution in conformity with agency and department regulations.

Selects personnel, and submits evaluations on work performance of senior staff. Responsible for overall management of staff, including appropriate in-service training programs.

Reviews and monitors actions of inmate classification and other committees. Conducts program evaluations and develops policies affecting inmate programs, activities, institutional operations, and staff functions. Responsible for the monitoring and implementation of statewide standards regarding AAC requirements, Alaska Statutes, medical guidelines, administrative and operational policies and procedures, appropriate custody classifications, etc.

Develops annual budget request for institution and is ultimately responsible for budget expenditures, fiscal control, and reporting. Must insure that institutional programs are monitored effectively with regard to such activities as admission, health care, inmate accounts, disciplinary and classification hearings, release, and related activities. Must take initiative in responding on behalf of the institution with regard to administrative reports.

Makes recommendations on the planning and design of capital programs relating to correctional institutional facilities.

Responds to public inquiries and promotes a public awareness and understanding of the institution by proactive involvement with the courts, law enforcement agencies, media, community groups, and so on.

Knowledges, Skills and Abilities:

Knowledge of: Principles, practices, and procedures of administration . to include budgeting, fiscal control, personnel management, supply distribution and control; efficient reporting and administrative control procedures; valid and reliable fact finding methods and procedures; and management needs and administrative priorities; principles, practices, rules and legal implications of correctional administration; current theory and method of application of rehabilitation and management of persons in confinement, and departmental policies and procedures related to the operation and administration of correctional institutions. Must be familiar with role and activities of other criminal justice components including probation, parole, the court system, and law enforcement.

Ability to: Learn agency operating needs, priorities and procedures; analyze situations accurately and take prompt, effective actions; speak and write clearly and effectively apply principles and techniques of work described; plan, direct, coordinate and supervise the work of others; interpret and enforce institutional rules and regulations, establish and maintain close and cooperative working relationships with staff who direct day-to-day administrative, program, and confinement needs of inmates; represent the department and the institution in dealing with public and other criminal justice agencies; analyze institutional and operational issues, develop immediate and long-range policies, and monitor the implementation of chosen policies and plans; analyze administrative problems and adopt an effective course of action; compile budget requests; prepare clear and comprehensive reports; and participate effectively in conferences and interviews.

Minimum Qualifications:

Graduation from an approved college with a bachelors' degree in Corrections, Criminology/Criminal Justice, or the Behavioral Sciences (Sociology, Psychology, Anthropology) and three years of work experience in the Corrections field including one year of administrative, management, supervisory or policy development experience at a level equivalent to Probation Officer III (first-supervisory level) or Assistant Correctional Superintendent with the State of Alaska or the equivalent elsewhere.

Substitution: Experience in the corrections and/or social services field will substitute for the education on a year-for-year basis.

Note: Graduate study in the above academic field(s) is desirable. Positions in this job class may be subject to periodic reassignment and relocation.

Rev: 07/01/72
Rev: 11/16/78 Supv. Statement; M.Q.s
Rev: 01/01/82 Added C.S.I. level; Range Change; Def.; M.Q.s
Rev: 07/01/83 (revised) (M.Q.s Def; KSA, Range)
9/7SPEC2/7656-19

STATE OF ALASKA

Class Specification

PSYCHOLOGICAL COUNSELOR I

5325-16

Definition:

Under general supervision, provides basic individual and group counseling services at one of the state correctional or medical institutions; this is the entry level into the series.

Examples of Duties:

Collects information about residents through correspondence, interview, case history, and observational techniques.

Selects, administers, scores, and interprets psychological tests designed to assess individual intelligence, aptitudes, abilities, and interests; conducts counseling sessions to assist residents to gain insight into personal problems.

Assists in the development of training activities; supervises the counseling, group and report writing activities of unit youth counselor staff.

Carries a caseload of residents.

Writes reports, assists in the supervision of daily group living activities; chairs the unit classification committee charged with making release and progress decisions.

Works with parents, probation or parole officers, and others in designing plans of community supervision for residents following release.

Performs other related duties as required.

Minimum Qualifications:

Graduation from an approved college with course emphasis in the behavioral sciences, and one year of experience in social casework, counseling, or psychiatric nursing in a clinical setting.

OR

A Master's degree in psychological counseling, psychology, guidance and counseling, social work or a closely related field.

Substitution: Thirty graduate semester hours in the following courses may be substituted for the Master's degree option: (a) guidance principles and techniques; (b) analysis of the individual; (c) personality development; (d) other courses contributing directly to counselor preparation.

Orig: 4/04/68
Rev: 7/14/71
Rev: 9/16/73

5325-16

STATE OF ALASKA

Class Specification

PSYCHOLOGICAL COUNSELOR II

5327-17

Definition:

Under general supervision, performs specialized individual counseling, group guidance and psychological services at one of the state correctional or medical insitutions.

Examples of Duties:

Collects, organizes, and analyzes information about inmates or patients referred for study.

Selects, administers, and interprets psychological tests.

Makes psycho-social diagnoses and prescribes treatment plans.

Prepares personality evaluations and clinical reports utilized in treatment and case handling procedures.

May teach classes and conduct in-service training sessions.

Assists in developing treatment and disciplinary procedures that reflect sound psychological principles.

Performs other related duties as required.

Minimum Qualifications:

One year of experience as a Psychological Counselor I with the state of Alaska or the equivalent elsewhere.

OR

Substitution: Two years of social casework, counseling or psychiatric nursing experience may be substituted for the required year of psychological counselor experience.

Orig: 4/04/86
Rev: 7/14/71
Rev: 9/16/73

5327-17

STATE OF ALASKA

Class Specification

MENTAL HEALTH CLINICIAN I	5336-17
MENTAL HEALTH CLINICIAN II	5337-19
MENTAL HEALTH CLINICIAN III	5338-21
<u>MENTAL HEALTH CLINICIAN IV</u>	5339-23

Definition:

Under general supervision, provides skilled and intensive psychotherapeutic casework services to patients in a mental health clinic or a hospital for the mentally ill or mentally retarded; performs therapeutic treatment services to patients recently released from a mental hospital; provides consultative services to the immediate area.

Distinguishing Characteristics:

These classes may be differentiated on the basis of level of services performed, supervisory responsibility, or program responsibility. Certain positions may require training and/or experience in a particular specialty area.

Mental Health Clinician I: This is the entry level of the series. Under general supervision, performs general mental health services in an institution or clinic; may supervise Clinical Associate.

Mental Health Clinician II: This is the journeyman level of the series. Under direction, performs general mental health services requiring greater professional skill; case load may be greater and/or more complex than Mental Health Clinician I; may have responsibility for mental health services in a community center or clinic; may supervise Mental Health Clinician I or Clinical Associate.

Mental Health Clinician III: This is the senior working leader level of the series. Under general direction, performs the most complex mental health services in an institution or clinic; leads work of lower level Clinicians or Clinical Associates; frequently has particular expertise as a consultant in a specialty area such as child psychology.

Mental Health Clinician IV: This is the program chief level of the series. Under general administrative direction, has overall responsibility for the nursing, social work, or psychological mental health services of an institution or clinic; may provide consultative services in a specialty area. This is the supervisory level class with substantial responsibility for the exercise of independent judgement in appointing, promoting, transferring, suspending, discharging and adjudicating the grievances of subordinates.

Examples of Duties:

Interviews, diagnoses and treats patients. Arranges for hospitalization of psychiatric patients and provides post-hospital follow-up.

Participates in diagnostic staff conference with the psychiatrist and other clinicians for the discussion of diagnosis and treatment of patients.

Participates in various forms of psychotherapy, such as individual and group therapy and marriage counseling.

Assists supervisor in division of work load and related aspects of clinic or hospital management.

Provides professional supervision for lower level clinicians.

Makes home visits on selected occasions.

Visits outlying communities to provide counseling and consultant work. Holds conferences and training sessions with community mental health personnel to assist them in expanding community understanding of mental and emotional problems.

Collects data to determine community needs, attitudes, and resources. Assists in development of community mental health clinics and community services.

Prepares reports, case records, correspondence and participates in research projects.

Provides mental health consultation to nurses, teachers, physicians, and public and private agencies.

Acts as liaison with other social service agencies, courts and psychiatric facilities.

Attends conferences in mental health and mental retardation.

May assume duties of a specialized nature such as:

- Administer medication and provide mental health nursing services to a clinic or hospital; or Administer diagnostic psychological tests, and prepare personality evaluations;
- or Develop social services in a mental health clinic or hospital; or
- Plan and direct a program of community mental health services for children or adults in a hospital or clinic setting.

Knowledges, Skills and Abilities:

Knowledge of: Principles and techniques of mental health counseling; techniques of observing and assessing behavior; emotional, social, psychological and environmental problems; principles and practices of behavior change and modification; theories and research on personality and intellectual growth and development; human motivation, behavior adaptations, and social interaction; scope and activities of public and private health and welfare agencies; characteristics of mental and emotional disturbances and mental deficiency in children, current trends in mental hygiene, and of state and federal mental health programs and laws. May require special knowledge of psychometric techniques, administering and evaluating psychological tests; or theories and practices in mental health nursing; or characteristics, social implications and treatment of mental retardation.

Ability to: Establish and maintain the confidence and cooperation of patients and persons contacted in the course of work; prepare accurate and concise reports; analyze situations accurately and take effective action; observe patient behavior; conduct successful therapeutic interactions with patients; supervise lower level clinicians; maintain good working relationships. Some positions may require ability to administer medication; or administer, score and evaluate psychological tests; or direct a child or adult mental health or mental retardation program in a state hospital or clinic.

MENTAL HEALTH CLINICIAN I, II, III & IV

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Minimum Qualifications:

Mental Health Clinician I: Master's degree in psychology, social work, child guidance, nursing, vocational rehabilitation, or a closely related field.

Mental Health Clinician II: Master's degree in the above fields and two years of experience equivalent to the level of Mental Health Clinician I.

Mental Health Clinician III: PHD in the above fields

OR

Master's degree in the fields above and four years of experience including two years equivalent to the level of Mental Health Clinician II.

Mental Health Clinician IV: PHD in the above fields and one year of experience in a supervisory capacity equivalent to the level of Mental Health Clinician III.

OR

Master's degree in the fields above and four years of experience including two years of specialty work and one year in a supervisory capacity equivalent to Mental Health Clinician III.

Substitution: For Mental Health Clinicians II and III, graduate study beyond the Master's degree may substitute for the required experience on a year-for-year basis. For Mental Health Clinician IV, graduate study may substitute for only the non-supervisory experience.

Orig: 6/16/74

Rev: 8/01/74

Rev: 9/01/78 IV D.C. Supv.

STATE OF ALASKA

Class Specification

COMMUNITY COUNSELOR

4330-14

Definition:

Under general supervision of the project director, counsels and works with offenders and families in their own environment. While coordinating efforts with the caseworker who has legal responsibility for a client, incumbents provide street counseling and crisis intervention services as required. May work out of a community program facility.

Distinguishing Characteristics:

This is the paraprofessional level class which is distinguished from the professional probation staff in that incumbents have primary counseling responsibility for non-court supervision and secondary responsibility for court assigned cases.

The incumbent provides an avenue of communication to the community with a high degree of sensitivity and expertise.

May supervise caseworker aides in related assigned tasks.

Examples of Duties:

Counsels, designs, and implements informal and quasiformal treatment programs for clients in danger of becoming incarcerated.

Develops employment opportunities for the population contacted.

Acts as a liaison with state and local law enforcement agencies, sharing and receiving data on mutual concern.

Provides supportive counseling and crisis intervention services as a coordinated extension of the assigned professional caseworker to those probationers and parolees with whom he comes in contact.

Provides personal and community data and information to the responsible professional caseworker about those persons for whom the Department of Health and Social Services has legal responsibility.

Is responsible for the physical plant and maintenance and inventory of program equipment in the community program facility.

Organizes and generally supervises community recreation endeavors for the target populations.

Assists in recruiting, training, and supervising volunteers from the community for various correctional needs under the guidance of a professional coordinator.

Performs other duties as required.

Knowledges, Skills and Abilities:

Knowledge of: Law enforcement practices; care and counseling of offenders; normal behavior and practical human relations; guidance and supervision of adult and delinquent prevention programs.

Skill in: Creating and supervising rehabilitative activities; building maintenance and security.

Ability to: Establish and maintain confidence, and elicit cooperation of clients and the community; communicate with a variety of individuals in simple, understandable and precise terms; maintain cooperative relationships with those contacted in the professional and allied agencies; speak and write clearly and effectively and prepare required reports; participate effectively in conferences and interviews; learn and apply operating policies and procedures; analyze situations accurately and adopt an effective course of action; keep records; remember names and faces; supervise others.

Minimum Qualifications:

Ability to meet the required knowledges, skills and abilities.

Orig: 12/17/71
Rev: 11/1/72

4330